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## ABSTRACT

The workshop report provides a philosophy and rationale for special education for the culturally and linguistically different exceptional child, outlines components of personnel preparation, reviews model admission criteria, and suggests strategies to create effective leadership. Chapter 1 contains a legislative review, definitions, and comparisons of current and recommended practices for training personnel. Chapter 2 lists such aspects of personnel preparation as functions, skills, and competencies of trainees in areas of instruction/curriculum, assessment and evaluation, classroom management, counseling and research; and knowledge required by teacher educators to conduct a competency based training program. Briefly noted and listed in Chapter 3 are recruitment strategies, criteria for admitting trainees to preservice and graduate programs, approaches to evaluation, and ways to secure funding. Chapter 4 outlines knowledge and skills needed by teacher educators and ways to improve representation of minorities in teacher education programs. Appendixes contain a directory of workshop contributors and descriptions of 25 bilingual/bicultural special education programs in 10 states for preservice and inservice teachers. (MC)

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**BILINGUAL SPECIAL EDUCATION  
PERSONNEL PREPARATION  
NATIONAL TASK—ORIENTED SEMINAR**

March 19 - 21, 1981

The Gramercy Inn

Washington, D.C.

A Workshop Report Prepared by:

Association for Cross  
Cultural Education and  
Social Studies, Inc.

4340 East West Highway  
Suite 906  
Bethesda, Maryland 20814

May, 1981

ACCESS, Inc. hereby acknowledges the tremendous contribution made to this effort by our editors, Dawn Thomas and Vance Engleman. Without their diligence and talent, the production of this important document would not have been possible.

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3

12

## FOREWORD

*"We educated our Hispanic handicapped children exceptionally well--half our faculty are Mexicans!"*

*"Why do we need special programs for bilingual, handicapped children? If they want to live in our country, let them speak English."*

Haven't you heard comments like these in the last few years? Do they show bias? Yes. Are these statements exaggerated? Maybe. Are they incorrect? Yes.

As more and more educators face the mandatory--and moral--obligation of educating ALL Americans, they soon find themselves confronted with an extremely frustrating situation: trying to educate culturally and linguistically different exceptional children (CLDE) who do not use English as a first language. Such youngsters cannot be taught by the traditional methods used for educating handicapped monolingual children because their teachers have trouble communicating the English curriculum to them. On the other hand, CLDE children cannot be treated as regular students who have only a foreign language problem. They are in effect "in-between" children--youngsters who are uniquely disabled by both a handicap and an inability to communicate. To veteran special education teachers and bilingual teachers, these youngsters are the newest challenge in the movement toward equal educational opportunity for ALL children.

This document is a serious attempt to address this challenge. Educators in the fields of special education and bilingual education have joined forces to develop a framework upon which can be built an appropriate training program for the preparation of bilingual special education teachers. It offers guidance for the trainers of such educators as well as for the teacher candidates themselves.

This report also represents a concerted effort by the Office of Special Education and Rehabilitative Services of the United States Department of Education to take the initiative in an emerging educational arena. The federal government, through appropriations to support this conference and this report, has clearly demonstrated its commitment to serving the hundreds of thousands of bilingual handicapped children in this country who might otherwise grow up uneducated, unemployable, and unproductive.

It is hoped that this document will foster the expansion of a new body of knowledge, stimulate new research, lay the foundation for experimental programs, and encourage new curricular approaches which will offer the bilingual handicapped child an appropriate and equitable education.



Paul Ackelman, Ph.D.  
Deputy Assistant Secretary for External Affairs (Acting)  
Office of Special Education & Rehabilitative Services  
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## INTRODUCTION

When ACCESS, Inc., conducted the first seminar in bilingual/bicultural special education personnel preparation in the Spring of 1980 it was easy to speak in terms of a pioneering effort. The conference brought together, for the first time, bilingual/bicultural educators and their special education counterparts. Their common goal was the development of personnel competencies that would foster the professional delivery of educational services appropriate for the culturally and linguistically different exceptional child. The conference also served, however, to raise additional concerns about placing these proficiencies in context. For, perhaps unintentionally, conferees uncovered festering inadequacies and inconsistencies in a field which had essentially "sprouted" from a response to critical population need and legislative and court action.

A follow-up workshop prompted the selection of a nine-member Advisory Board, representative of the professions attendant to bilingual and special education and the geographic dispersement of the populations to be served. The Board was very active, giving of considerable time and effort to address these issues, and, as would be expected, often raising new issues as members expressed their own concepts, experiences, and agendas. With ACCESS as a conduit for their ideas, a framework for convening a second, task-oriented seminar was defined.

This second conference, which this report documents, was no less a frontier step than the first seminar. It addressed the challenge of devising a philosophy and rationale for special education for the culturally and linguistically different exceptional child, outlining the components of personnel preparation, and suggesting programs for institutionalization of the art--while embracing the previously developed personnel competencies. For its part, ACCESS has taken the Board's framework and the conference results, and blended them into this document.

Establishment of goals and criteria by its very nature invites review and continuing dialogue, and, indeed, this report is more than historical record. It serves as a comprehensive reference resource and as a catalyst for new concepts and proposals. To the extent that those who participated in this process have a continuing interest in the expansion and refinement of bilingual/bicultural special education, this document can also aid in the creation of a "network". A future interconnecting communications system would offer the potential to promote vitality in the field and provide for the exchange of information about valuable resources in human needs, technical assistance, community and educational services, and funding support.

*Maria E. B. Pynn*  
Maria Elena Pynn  
Project Director  
Executive Director  
ACCESS, Inc.

## MEET THE ADVISORY BOARD

The following persons served on the Advisory Board of ACCESS, Inc.'s Bilingual/Bicultural Hispanic Special Education Project: National Task-Oriented Seminar:

NIKI C. DELGADO is engaged in training parents of bilingual special education children in home teaching methods. Under a Title IVC grant, Dr. Delgado developed and tested techniques for training special educators in the problems of bilingual special education students, as well as in techniques for early childhood preventive education for high risk minority children. She has served as a consultant to bilingual educators of the learning disordered and educable mentally retarded. Dr. Delgado acquired her doctorate in the field of education with concentrated study in bilingual and special education.

MARISAL R. GAVILAN is an Associate Professor at Florida International University where she is Director of the Bilingual Special Education Master of Science Program. She is a member of AERA, NASP, and CEC. Dr. Gavilan serves as a consultant to the Dade County Schools (Florida) Projects in Non-Biased Assessments and Bilingual Alternatives to Secondary Education. She is also a consultant to the Broward County Schools (Florida) Project for the Emotionally Handicapped and is a member of the Florida International University Center for Multilingual Intercultural Education.

ARTHUR U. IRIARTE is an Associate Professor in the Department of Human Services and Special Education at Central Connecticut State College where he coordinates training efforts in bilingual special education. He received his doctorate in counseling and special education from the University of Iowa. Dr. Iriarte serves as a consultant to the bilingual and special education programs in the Connecticut school districts of Hartford, New Britain, and Bridgeport. He also maintains a private practice in counseling Hispanic parents whose children may be experiencing academic, social, and/or behavioral problems. Dr. Iriarte was a Fulbright recipient for a lectureship grant at Catholic University in Quito, Ecuador.

MANUELA JUAREZ is the Coordinator of the Bilingual Program in Communication Pathology at Texas Christian University. She has previously been associated with Children's Hospital Medical Center, Boston, Mass.; Austin, Texas, State Hospital as Director of Speech, Hearing, and Language Services; Education Service Center, Texas, Region XIII, as a consultant in bilingual and migrant education; and the Austin, Texas, Independent School District as a speech-language pathologist. She is a doctoral candidate at the University of Texas at Austin.

PATRICIA LANDURAND is the Associate Director of the Multicultural Post Graduate Staff Development Training Institute at Regis College, Mass. She has served as a consultant to local school districts and public and private colleges in multicultural special education. The breadth of previous positions held in the field of education include: Director of the Bilingual Special Education Project (Mass. State Department of Education), regular classroom teacher, special educator, bilingual teacher to English as a second language students, counselor, coordinator, and local school committee member. She holds a Bachelor's degree

in education and two Master's, one in counseling and the other in sociology.

CARMEN ORTIZ is the Director of the Bilingual Special Education Master's Program at the Bank Street College of Education, New York. In addition, she is presently director of a model demonstration project for language and hearing impaired children from Spanish-speaking homes at Public School No. 25 in the South Bronx. Dr. Ortiz is a consultant to various parent associations in the U.S. and Puerto Rico.

RICHARD F. RODRIGUEZ is an Assistant Professor in Special Education at Arizona State University where he is also Project Faculty Associate for the Bilingual/Multicultural Special Education Teacher Training Program. He has served as a consultant and guest speaker at state and national conferences on bilingual/multicultural special education, parent training, and materials development.

RAFAELA E. WEEFER is a clinical psychologist and the Director of Bilingual Programs at DePaul University, Ill. She has been involved with bilingual/bicultural education since its inception in the late sixties in Chicago. Born in Mexico, she came to the United States as an undergraduate student. She holds a Bachelor's degree in psychology, Master's in counseling and guidance, and a doctorate in clinical psychology. Dr. Weffer is pursuing post-doctoral study in learning disabilities at Northwestern University, Ill.

HIRAM ZAYAS is the President of Rehab Consulting Incorporated, Chicago, Ill., a firm dedicated to providing quality rehabilitation and education consulting services for physically and mentally disabled individuals. Mr. Zayas has previously held the positions of: Statewide Coordinator of the Disabled Individuals Hotline for the Governor's Office of Manpower and Human Development, National Chairman of the Task Force on Being Hispanic and Disabled, and Director of the Mainstreaming the Severely Disabled Program of the 9 City Colleges of Chicago.

#### SEMINAR CONTRIBUTORS

This document reflects the collective insights of the 32 seminar contributors listed below. The directory contained in Chapter Five: Appendices will list their complete addresses.

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**CHAPTER ONE:**  
**PHILOSOPHY AND RATIONALE FOR SPECIAL**  
**EDUCATION FOR THE CULTURALLY AND LINGUISTICALLY**  
**DIFFERENT EXCEPTIONAL CHILD**



Left to right (top): Pat Landurand, Arthur W. Iriarte,  
 Maria Elena Pynn, Eloy Gonzalez; left to right (bottom):  
 Amparo Ross, Alba Ortiz, Mamuela Juarez, Hiram Zayas,  
 Marisal Gavilan, Richard Rodriguez, Carmen Ortiz.

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## INTRODUCTION

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The profession of special education seeks to address the educational needs of children who have varying handicapping conditions. Among these youngsters can be found those of diverse cultural/ethnic backgrounds who pose a unique challenge for special educators. This challenge quickly emerges in the planning of an appropriate and effective education: provision must be made not only for a child's particular handicap(s), but also for the cultural and ethnic influences which might affect student learning and performance. Successful implementation of such a curriculum can only become a reality, however, when individuals in positions to deliver this education have the necessary knowledge and skills to teach these children.

Thus, this chapter is written for classroom teachers, teacher trainers, parents, administrators, educational policy makers, and the various support personnel interested in the professional needs of bilingual special educators whose function is to address the educational needs of culturally and linguistically different exceptional children (CLDEC).

*My childhood experiences came from participation in a regular special education program where I was one of a handful of Spanish monolingual children. From the beginning I was faced with conflicting expectations. The English-speaking dominant culture of the school often contrasted vividly with my home culture. As a handicapped individual, I was caught between two value systems and fought desperately for acceptance in both. My family and I struggled to retain my Spanish identity while I was also trying to meet the success standards of a school set up by a culture totally foreign to me. This precarious position placed heavy demands on me as a child. A handicapped youngster must have extraordinary coping abilities in such a situation.*

*Hiram Zayas*

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## SECTION ONE: HISTORICAL OVERVIEW

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The nineteenth century in the United States was an era of institution for the blind, deaf, and retarded children in American society. Institutional care during this period was primarily custodial in nature, lacking an effective educational emphasis. But the turn of the century brought a new trend toward public school classes for children with various handicapping conditions. While there eventually were some special self-contained classes in schools for youngsters with visual/hearing/speech handicaps, most states provided residential schools for the blind and the deaf. The most severely mentally retarded were often institutionalized at an early age. Thus, the public school focused its attention on the educational needs of the mildly handicapped child.

Unlike the institutions, the schools were interested in providing educational instruction in the same educational setting as that offered to normal children.

For obvious reasons, this approach proved unsuccessful and led to the establishment of special self-contained classes in the schools. By the mid-1900s, however, it was evident that these classes were "dumping grounds" for so-called problem children, some of whom were not eligible for such placements but nevertheless were exhibiting primarily unacceptable behavior and/or very low academic performance in the regular classroom. Included in this group were bilingual/bicultural children whose special needs could not or would not be addressed in the regular class.

With the arrival of the sixties decade, many events took place which radically reformed the public schools' handling of special education programs. Civil rights actions resulted in the incorporation of significant sectors of the populace--in particular, ethnic minority groups, Blacks, women, and the handicapped--into the mainstream of American social and economic activities. The federal government played a major role, primarily through meaningful legislation, funding, and court actions, in giving special education further impetus. Within the special education movement, attention was finally given to the rights of culturally and linguistically different exceptional children (CLDEC) who traditionally had been ignored, excluded, or inappropriately served by special education programs.

At the legislative level, the federal government paved the way with the passage of major national laws expressly for the handicapped. Efforts by state and local governments to pass more comprehensive legislation for the handicapped soon followed. Many of these federal laws clearly spoke to the needs of the CLDE child. Title VI of the Civil Rights Act of 1964 prohibited discrimination on the basis of "race, color, or national origin" in any federally financed program. Thus, a school system could now be charged with discrimination against CLDE children if it denied them access to equal educational opportunities. In addition, the Bilingual Education Acts or Title VII (1968, 1974, 1979), Public Law 93-230 (Education of the Handicapped, October 1979), Title IX of the Civil Rights Act (1972), Section 504 of the 1973 Rehabilitation Amendments, and the Equal Education Opportunity Act (1974) provided further safeguards for these youngsters.

The most significant legislative result of this new awareness of the handicapped, in terms of educational provisions, was embodied in Public Law 94-142--The Education for All Handicapped Children Act (1975). One of the important philosophical viewpoints contained in this legislation stressed normalization or inclusion, to the extent feasible, of handicapped individuals in everyday activities. It stressed access to equal educational opportunity for ALL handicapped children, including the severely multiply handicapped child. Considerable evidence exists in the law to verify that minority concerns were carefully considered in developing various provisions of the legislation. Nondiscriminatory testing and assessment are some examples. Another is the provision for parental involvement in educational decisions for their children: Oral and written communications are to be given in the parents' own language, and each child is to be diagnosed in his/her native language or other mode of communication.

Added to this flood of legislation was a series of court actions throughout the 1970s based on rights guaranteed under the new laws. At the judicial level,

litigation regarding special education classes and services to handicapped children was prolific and included the issues of discriminatory assessment and placement of minority students as "handicapped". A case in point, *Diana v. State Board of Education* (February 1970), dealt with the misplacement of Mexican Americans into classes for the mentally retarded. In *Jose P. v. New York City Board of Education* (December 1979), the New York City defendants' plan included the continued recruitment and hiring of bilingual staff who could effectively assess minority language handicapped students. Other significant cases addressing testing and placement of minority children were: *Guadalupe v. Tempe Elementary School District F* (August 1971), which concerned placement of Mexican American, Chicano, and Yaqui Indian children whose primary languages were other than English in classes for the mentally retarded; and *Lora v. The Board of Education of the City of New York* (1975), which was a class action suit involving placement of minority students in special day schools without a due process hearing. In all these cases, the courts mandated that linguistic minority children should be assessed in their primary language. Within the last decade, the judicial system of government has taken a major lead in firmly establishing and protecting the rights of these students to an appropriate, free education in school systems throughout the country.

The third major step in federal support of special education and the CLDE child came from the executive level. In 1975, the U.S. Office of Civil Rights (OCR) issued the Federal Lau Remedies as a direct result of the 1974 *Lau v. Nichols* case and the *May 25th OCR Memorandum* (1975). The *Lau* case concerned the right of Chinese students to have support services in their language and in English as a second language. The *Memorandum* dealt with inappropriate placement of minority students in special education classes. The proposed Lau Regulations, published in the *Federal Register*, August 8, 1980, called for a transitional bilingual instruction approach to the education of ALL linguistic minority children, including those with handicaps. The 1979 Amendments to the Bilingual Education Act also provided for native language instruction. Thus, both the Lau Regulations and the 1979 Amendments clarified the critical intention of Public Law 94-142 to address the issue of a child's right to receive special education services in the language in which the child is best able to function. Both the Lau Regulations and P.L. 94-142 are currently being analyzed by the present Reagan administration, and there may be dramatic revision of their current form before year's end.

There is strong historical evidence that American educational experiences have been less than satisfactory for a large portion of CLDE children. The federal legislative, judicial, and executive efforts just highlighted provide the legal base necessary in this nation-wide movement to correct these injustices.

There is also sound statistical data to verify the claim that all ethnic minorities, including CLDE children, have not fared well in the traditional public school. For example, the total Hispanic population comprises 5.6% (over 12 million) of the U.S. population, and nearly 40% of Hispanic youth between 18 and 24 years of age left high school without a diploma. Factors which hastened this action included: boredom with educational materials that did not consider one's cultural background or were too elementary in content; feeling out of place and unwanted; being labeled and treated as a slow learner; and, especially for CLDE children, a lack of appropriate educational services.

Enlightenment in cultural diversity and a careful study of the idiosyncracies of each ethnic group would go far in providing a basic foundation for meeting the educational needs of bilingual/bicultural children. However, the minority handicapped child has a problem: not only must the child cope with his/her cultural differences due to minority status, but the child must also face the reality of being handicapped. Failure to take cultural/ethnic variables into account has resulted in excessive members of minority children being misclassified as handicapped. Traditionally, too, curricular and instructional needs of the CLDE child have been shaped by the type(s) of handicapping condition present. It is time that the CLDE child be correctly identified and receive an appropriate education which considers the influence of race, ethnicity, and/or culture on learning.

With legislative and judicial support well in hand, it is time for special educators to give their attention to training programs for personnel who work with CLDE children. Such an action will prepare professionals who can offer special education services that include knowledge of and sensitivity to those cultural differences that accompany each child's handicap.

Local education agencies (LEAs) bear the burden of providing appropriate services to this special population. It is a logical and expected recourse that LEAs should look to the colleges, universities, and other teacher training institutions for their assistance and leadership in this task. The next phase of our commitment to the education of CLDE children should be the development of training programs which will produce qualified educators to work successfully in the emerging bilingual special education area.

*Growing up as a handicapped child was a demanding experience. At a very early point in my life, I realized that some people would never accept me for myself, and, at times, that also included my parents, friends, and loved ones. The inability of my young mind to understand such thinking caused confusion, self-blame, and hurt. This problem was accentuated because I was a Spanish-speaking handicapped child. I had to cope with my disabilities simultaneously within two value systems, each of which responded differently to my handicaps. In the U.S., people who are disabled are generally viewed as objects of ridicule, curiosity, and service provisions. In Spanish-speaking countries, the idea of disability carries heavy religious overtones. One's handicaps are considered God's punishment for sins committed by one's parents. As a result of this thinking, parents burdened with guilt devote their entire lives to the care of their child. Pity is the overwhelming response of the community. Thus my feeling of self-worth in both worlds was dangerously jeopardized.*

*Hiram Zayas*

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## **SECTION TWO: TERMINOLOGY AND TARGET POPULATION REDEFINED**

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The current demand for specialized training programs for educators who wish to work with culturally and linguistically different exceptional children (CLDEC) is an innovative and exciting challenge. Certainly new and pioneering concepts must, of necessity, be accompanied by freshly-coined terms and re-definitions of old ones to more clearly explain the purpose and function of this new focus.

Since what is being recommended is a new approach to training personnel to work in an already existing field, i.e., special education, consideration must be given to those words indigenous to the discipline and careful assessment made as to their suitability, as currently defined, for application to the area of special education for the CLDE child.

The existence of divergent bilingual populations (which are the target groups to be served) adds to the confusion over the definition and appropriate application of various old and new terminology. Terms used in conjunction with special education for the CLDE child must allow for diversity in the ethnicity and handicapping conditions of such populations as: monolingual youngsters whose families have just migrated to the United States and who have varying degrees of literacy; children who have spent several years in America and are in the process of acquiring both languages simultaneously; second generation children who speak their language at home but prefer to use the language of the dominant culture; and migrant children who may fall into any of the preceding categories.

A range of responses to meet the language needs of children in the language categories above would include: (1) language therapy, (1) remedial education, (3) English Language Arts, (4) English as a Second Language (ESL), (5) ESL preceded by bilingual education, (6) language immersion (more intense than ESL), (7) maintenance bilingual education (both native language and English developed), (8) transitional bilingual education (movement from native language to English), (9) minority language maintenance (may be necessary for some special needs students), and (10) functional language teaching (matching language needs with particular content or skill areas).

In order to provide a consistent frame of reference for the basic terminology to be used in personnel training for special education programs for CLDE children, definitions of the following will be assessed and redefined or defined where appropriate: bilingual, special education, bilingual education, bilingual special education, culturally and linguistically different exceptional children, and special education for CLDE children.

## 1. BILINGUAL

Standard definitions: (A) According to Wallace Lambert, the word bilingual means anyone who is *"involved in a social interaction that demands at least minimal usage of a second language."* (B) The U.S. Department of Education gave the following definition in reference to bilingual education teachers in the *Federal Register*, August 5, 1980:

*"Bilingual individuals" refers to persons who are able to converse in English and in the appropriate primary language with considerable proficiency in those areas of instruction to which they are assigned. This ability includes the ability to speak and understand both languages and, where necessary to the duties assigned, the ability to read both languages. It neither implies nor precludes extensive vocabulary that might be necessary to converse in the appropriate primary language with speakers on complicated matters not related to the duties to which they are assigned. However, bilingual individuals who are expected to*

*communicate with parents on school matters must be able to do so in the appropriate primary language.*

Redefined: The term bilingual should be redefined as *"the ability to communicate effectively in two languages with a relative degree of proficiency."* "Effectively" means *"the ability to express one's thoughts, ideas, and needs in any mode, in two languages, and two cultures (to include sign language)."*

## 2. SPECIAL EDUCATION

Standard definition: Special Education has been defined as *"those aspects of education which are unique and/or are offered in addition to the regular educational program for all children"* (Kirk, 1972).

Redefined: The term special education should be redefined as *"specially designed instruction for children whose total educational needs cannot be addressed effectively in the least restrictive environment of the regular program without adaptation or modification."* Within this framework, the bilingual classroom is viewed as a regular class setting.

## 3. BILINGUAL EDUCATION

Standard definition: The *Federal Register*, August 5, 1980, published the U.S. Department of Education's definition of this term: *"Bilingual Education means instruction given through two languages, one of which is English."* It does not mean handicapped.

Redefined: Definition of the term bilingual education should be broadened to include: *"intercultural understanding and literacy in two languages when appropriate."*

## 4. BILINGUAL SPECIAL EDUCATION!

Standard definitions: (A) Bilingual Special Education meets *"the educational needs of children from families whose home language is not English who have been identified as eligible for receiving special education services. In order to benefit from these services, these children need to be taught in their native language until such time as their instruction can be provided in English."*

(B) Bilingual Special Education is *"an individually designed program incorporating both the culture and the language of the home for children with special educational needs."*

Redefined: These are only two of many definitions of this service; none have received wide acceptance. Based on misinterpretations and inappropriate usage of this term, a new title is proposed to better identify this service--  
SPECIAL EDUCATION FOR CULTURALLY AND LINGUISTICALLY DIFFERENT EXCEPTIONAL CHILDREN (CLDEC).

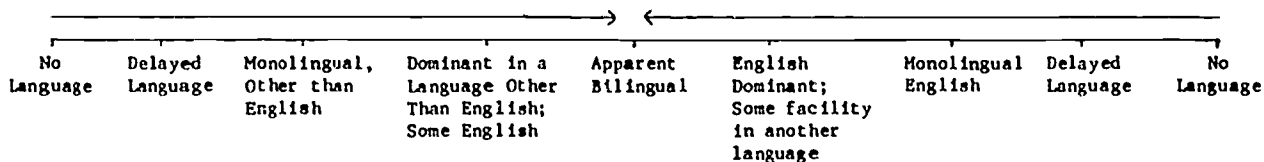
### a. SPECIAL EDUCATION FOR CULTURALLY AND LINGUISTICALLY DIFFERENT EXCEPTIONAL CHILDREN

Defined: This service would be described as *"those teaching strategies*

which allow for the development of personal identification, self-worth, and achievement. Under this definition, each student would be provided an individual educational program utilizing the culture, language, and/or mode of communication in which he/she learns best. Consideration should be given to include gifted and talented children."

b. CULTURALLY AND LINGUISTICALLY DIFFERENT EXCEPTIONAL CHILDREN

Defined: This new term is defined as "those individuals who are culturally and linguistically different (including the gifted) with exceptionalities in growth and development which affect ability to learn due to: health-related impairments, hearing impairments, mental retardation, orthopedically-related handicaps, behavioral/emotional handicaps, learning disabilities, speech/language/visual impairments, or any combination of the above." The linguistic levels of these children would fall at varying points on the following continuum:



*At the age of nine, I was referred to a speech therapist for a speech impediment. What really occurred was that my Spanish-speaking mother assisted me with my spelling homework, and I would learn to pronounce words according to her instructions. For example, she taught me to say the letters ch as they are pronounced in the word cheat. So when it came to a word like machine, I would mispronounce it, and, even after being encouraged to say it correctly, I would only do as I was instructed by my mother. The constant therapy received for this "speech impediment" eventually created in me a low self-worth for not overcoming this matter. It wasn't until many years later that an English-speaking, culturally sensitive teacher informed me that I did not have a speech problem: I had to make a cultural adjustment.*

*Hiram Zayas*

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### SECTION THREE: PRESENT AND RECOMMENDED PRACTICES IN PERSONNEL TRAINING

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Before designing new personnel training programs for special education which address culturally and linguistically different exceptional children (CLDEC), a critique of existing educational training practices in the preparation of bilingual special education personnel should be made. Many professionals feel that schools of education have not done an adequate job in preparing teachers and administrators to work with CLDE children. The illustrations on the next page reflect the two most common forms of training:

SITUATION A

*Bilingual/Bicultural  
Education*

*Special  
Education*

SITUATION B

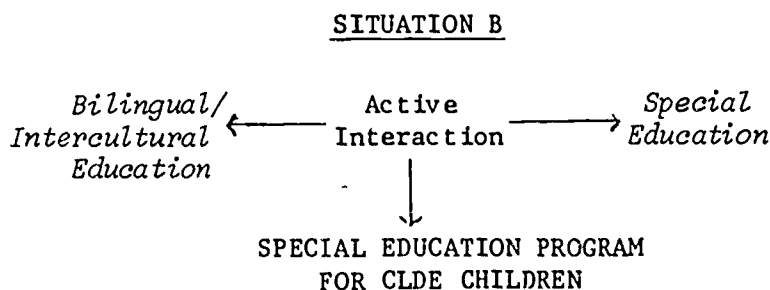
*Bilingual/Bicultural  
Education* ←-----→ *Special  
Education*

NO INTERACTION

LIMITED INTERACTION

In situation A, bilingual/bicultural education and special education training programs are conducted as two isolated educational experiences. In situation B, training institutions offer at least one course on the exceptional child which provides for some interaction between both programs. For the student pursuing bilingual/bicultural special education training, faculty in both programs offer individual advisement to ensure selection of appropriate courses and field experiences.

Future trends indicate elimination of situation A and modification of situation B as illustrated below:



Thus, in this proposed format, future educators and other personnel would learn about many different cultures in the one program, while faculty in both programs would intentionally integrate the two curriculums into all course work. The end result would be teachers well prepared to offer a special education program for CLDE children.

There is strong support among professionals in bilingual special education for this more innovative, contemporary approach. This trend can be highlighted further through the following comparisons of present practices to recommended approaches to personnel training:

PRESENT PRACTICES	RECOMMENDED PRACTICES
<ol style="list-style-type: none"> <li>1. Special education personnel are trained to assess childrens' special needs through the use of standardized normative instruments.</li> <li>2. Teachers receive minimal training in the use and creation of bilingual/intercultural curricular materials.</li> <li>3. Intercultural understanding generally is taught as an isolated course with no provision for the understanding of disability as perceived within and between different cultures.</li> <li>4. Bilingual special educators are allowed to graduate even though they may not have teaching and language skill proficiencies in two languages.</li> <li>5. Parents are included only at the decision-making level concerning eligibility and program development, not in the curriculum development process.</li> <li>6. Teachers receive limited teacher training in language acquisition and development.</li> <li>7. Teachers do not receive training in identifying available support services and community agencies.</li> </ol>	<p>Education personnel for CLDE children, through a team approach, will assess students' needs through the use of normative and criterion-referenced tests and informal observation techniques as related to cultural variables.</p> <p>Educational personnel for CLDE children will receive training and increased involvement in the development, selection, and adaptation of bilingual/intercultural curricular materials relevant to the target population.</p> <p>Training of educational personnel for CLDE children will emphasize intra and intercultural psychosociological aspects of handicapping conditions among teacher, student, parent, and peer relationships through field-based community operations. These aspects will be integrated throughout the training program.</p> <p>State certification requirements for educational personnel for CLDE children will be developed.</p> <p>There will be parental involvement in the initial decision-making as well as in curriculum development.</p> <p>Educational personnel for CLDE children will receive increased and consistent training in language/culture acquisition and development.</p> <p>Educational personnel for CLDE children will receive training in identifying appropriate support services and community agencies.</p>

PRESENT PRACTICES	RECOMMENDED PRACTICES
<p>8. Most current bilingual special education programs focus on the deficit model (disability).</p> <p>9. There is little interaction between bilingual special education programs and rehabilitation services.</p>	<p>Special education programs for CLDE children will place more emphasis on developmental aspects of individual behaviors as reflected in the native culture.</p> <p>There will be increased interaction between special education programs for CLDE children and rehabilitation services. A clearinghouse on bilingual special education and rehabilitation will be established.</p>

With such recommended components for personnel preparation for special education programs for CLDE children, it is felt that teacher trainers and trainees will have a better opportunity to offer a more suitable individualized education for their students. It is also hoped that this philosophy and rationale can fulfill several other functions:

- (1) a source of background information to clarify and promote better understanding of events, terminology, present training practices, and future trends in the field;
- (2) a springboard for the stimulation of new ideas and proposals; and/or
- (3) a catalyst to generate support for appropriate training programs for professionals in the field of special education for CLDE children.

Perhaps the purpose of this document can best be explained in the words of Hiram Zayas whose personal experiences have appeared throughout this chapter:

*Special education for CLDE children offers a viable solution to correcting the educational problems of bilingual handicapped children. It can create a positive environment in our society for fostering generations of culturally diversified handicapped youngsters who hopefully can attain a better quality of life and who, in turn, can make quality contributions to life as adults.*

**CHAPTER TWO:**  
**FUNCTIONS AND SKILLS OF TRAINEES**



SPEAKER: JOE FISHGRUND

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## INTRODUCTION

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Trainees in a Special Education Program for Culturally and Linguistically Different Exceptional Children (CLDEC) can no longer view themselves in the solitary context of instructor in a classroom. The unique needs of their clients require fulfillment of a myriad of functions from teacher to evaluator, from behavior manager to counselor, from advocate and public relations expert to researcher. In order to handle these roles effectively, trainees must avail themselves of a specific set of knowledge and skills related to the education of CLDE children.

This chapter presents some anticipated functions of trainees in a Special Education Program for CLDE Children, along with some corresponding skills or competencies needed to provide appropriate instruction and support services. Possible strategies by which trainees can be taught and methods for evaluation are included. It should be noted that this information is not exhaustive. It is intended only as a reference for colleges, universities, and other teacher training institutions who are developing personnel training programs for working with CLDE children. Potential utilization of this material would include: (1) developing program objectives; (2) determining the skills necessary for trainees to effectively meet the needs of the CLDE child; (3) devising a plan of action, course work, training modules, field experiences, and practices; and (4) designing, modifying, and/or adapting methods and materials for training.

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## SECTION ONE: FUNCTIONS OF TRAINEES

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### I. INSTRUCTION/CURRICULUM

This function carries with it the expectation that trainees will acquire a knowledge base in the areas of bilingual education, special education, and special education for CLDE children. In general, this would include appropriate teaching methodology, curriculum development, selection and modification of instructional materials, and an awareness of and sensitivity to cultural variables that may come into conflict with current educational practices. Components of this function would include:

#### A. Lesson Planning and Curriculum Development

1. Determine appropriate, measureable objectives in accordance with pre-assessment of needs
2. Determine language of instruction
3. Consider appropriate theories of learning for CLDE children
4. Select appropriate and culturally relevant curriculum
5. Select instructional strategies, educational materials, and learning activities according to individual needs
  - o Develop Individual Educational Programs (IEPs)
  - o Create new instructional materials as needed
6. Provide for evaluative criteria of student progress

## B. Curriculum Implementation

1. Deliver educational services in relation to individual needs
2. Maintain sensitivity to cultural differences which affect learning

## II. ASSESSMENT AND EVALUATION

The functions of assessment and evaluation are vital keys to the entire educational process. They require trainees to diagnose individual student needs, and, after careful curricular planning to meet these needs, to provide on-going evaluation of each pupil's growth and development. Evaluation of the total program's effectiveness is also necessary. Personal and professional evaluation of a trainee's progress towards competency is equally as important. Components of these functions would include:

### A. Student Growth and Development

1. Administer diagnostic and prescriptive nondiscriminatory assessment instruments/procedures to determine student needs for educational planning
  - o Criterion-referenced
  - o Task analysis
  - o Contextual
  - o Pluralistic or multidisciplinary (educational, psychological, social, medical, etc.)
2. Observe/record/analyze student behavior and academic/cognitive progress
3. Develop first and second language proficiency and overall communicative competence
4. Aid CLDE students in self-assessment of progress where possible

### B. Program Effectiveness

1. Complete needs assessment to define/redefine program format
2. Utilize the Discrepancy Evaluation Model to determine overall program effectiveness

### C. Trainee Growth and Development

1. Utilize self-assessment and program assessment tools to determine progress toward trainee competencies required by the program
2. Display commitment to professional growth
3. Display an enthusiasm for teaching

### I II. CLASSROOM MANAGEMENT

In fulfilling this function successfully, the trainee will establish a positive learning environment which can offer structure, order, and opportunity to achieve one's potential. The trainee must understand and apply interaction and management strategies in light of cultural, socio-economic, and language factors influencing behavior and learning. Components of this function would include:

- A. Reinforce schedules/modes that are culture specific and nondiscriminatory
  - 1. Consider individual cultures and languages
  - 2. Involve parents/family
- B. Apply appropriate reinforcement and behavior modification techniques
- C. Incorporate motivation strategies in planning and teaching which stimulate student involvement in learning
- D. Use theories of learning appropriate to CLDE children
- E. Create a positive learning environment for a student's personal and educational growth which respects the needs of the minority exceptional child
- F. Use effective interpersonal communication skills with CLDE children, their parents, and other faculty
- G. Display enthusiasm for teaching and learning
- H. Group CLDE children according to cognitive style, learning style, language, and culture with intentions of regrouping to accommodate different academic areas

### IV. COUNSELING

The function of counseling requires trainees to be prepared to work not only with students but with their parents. There is a real need to educate parents regarding the philosophy and goals of American education, to involve them in their child's education, and to make them aware of their rights and of the open forum by which they can pressure legislators and school systems to provide their child with appropriate services. Components of this function would include:

- A. Students
  - 1. Assist CLDE students in understanding and dealing with the attitudes, lifestyles, behaviors, and educational expectations of American society and its schools
  - 2. Guide CLDE students in making realistic career plans in accordance with their interests and abilities

## B. Parents

1. Acquaint parents with the educational expectations of American schools
2. Educate parents as to their legal rights and accepted/expected role in their child's education
3. Provide parents with information on available school-community resources and support services

## V. ADVOCACY/PUBLIC RELATIONS

The functions of advocacy and public relations traditionally have not been part of the process for training educational personnel. The goal has been to prepare teachers, not lawyers or politicians. But these are changing times, and we are in an era where proactive behavior is the forte. Trainees should learn to serve as advocates for their students' rights and as liaisons between the school and the community. Trainees should experience community involvement with social and civic organizations as well as legal advocacy groups. This must include an acquisition of social and political skills combined with the legislative/political knowledge necessary to effectively explain and seek support for special education programs and services for CLDE children. Components of these functions would include:

- A. Act as a liaison between special education personnel who work with children and their faculty and administrators
  1. Explain the educational program for CLDE children
  2. Explain the unique needs of CLDE children
  3. Explain legislative efforts taken/yet to be taken on behalf of CLDE children
  4. Build a bridge of acceptance between the special education and regular classrooms
  5. Explain support services available for regular teachers who participate in the mainstreaming of CLDE children
- B. Act as a liaison between the school and community
  1. Explain the educational program for CLDE children
  2. Explain the unique needs of CLDE children
  3. Explain present/future legislative efforts on behalf of CLDE children to develop an advocacy base within the community to lobby on behalf of CLDE children

4. Explain the resources available to families and their CLDE children to provide community outreach services to identify and make appropriate referrals
- C. Demonstrate teaching methods and disseminate instructional materials for working with CLDE children through:
  1. Local Education Agency inservice workshops
  2. State/national conferences
  3. Publications
    - o Books
    - o Journal articles
    - o Local press features

## VI. RESEARCH

Critical at this stage of program development is the function of research. The difficulty in discussing and planning for this relatively new area of concern regarding CLDE children stems from the reality that there is only a small amount of literature and research available. There is existing research data on bilingual education; there is data on special education. But there is a paucity of data on the child who overlaps the two fields. This current lack of knowledge as to how CLDE children learn hinders the development of suitable curriculum, instructional materials, teaching strategies, and assessment/evaluation devices. Trainees need to be exposed to existing research, but more importantly they should be trained in the methodology of educational research so they can expand the body of knowledge in their field. Components of this function would include:

- A. Utilizing existing data on bilingual education and special education
- B. Employing the tools of educational research
- C. Seeking funding sources for research purposes
- D. Undertaking grant proposal writing
- E. Survey and adapt data from other countries with other socio-political scenarios

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## SECTION TWO: SKILLS/COMPETENCIES OF TRAINEES

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### I. INSTRUCTION/CURRICULUM

- A. The trainee is knowledgeable of general cultural characteristics:
  - 1. Lifestyles of ethnic minority populations, family structure, and community support systems
  - 2. Attitudes and behaviors of cultural and socio-economic groups
- B. The trainee understands the relevance of child rearing practices of ethnic minority families to the CLDE child's cognitive, emotional, and social development
- C. The trainee is aware of cultural conflicts resulting from ethnic minority differences that may affect the CLDE child's self-image and thus influence his/her emotional and social development
- D. The trainee institutes a teaching process that takes into account the impact of cultural conflicts on the CLDE child's academic performance
- E. The trainee understands the acculturation process of culturally diverse individuals into the mainstream of American society
- F. The trainee implements techniques to facilitate the integration of the CLDE child into American schools and society
- G. The trainee is knowledgeable of different types of handicapping conditions and their interaction with socio-cultural and linguistic variables
- H. The trainee develops and implements appropriate educational programs to meet the special needs of CLDE children

- I. The trainee develops educational programs designed to improve the bilingual development of learning disabled children which reflect an understanding of current approaches in the field
- J. The trainee plans, designs, and implements special education programs for CLDE populations in accordance with legislative requirements and guidelines
- K. The trainee will plan, design, and implement individualized education programs which include, where appropriate, such subject areas as: language arts, arithmetic, science, social studies, vocational skills, and physical education
- L. The trainee develops and applies appropriate educational methods based, in part, upon diagnostic results
- M. The trainee demonstrates skill in developing and/or adapting educational materials and procedures to meet individual needs
- N. The trainee works in cooperation with other education professionals to design a full service educational program appropriate to the needs of students exhibiting specific handicaps, gifts, or talents
- O. The trainee designs curriculum and instructional programs that are based on behavioral objectives considering cultural variables
- P. The trainee directs and organizes program activities in cooperation with parents, teachers, and other school personnel
- Q. The trainee determines the appropriate instructional setting to maximize the educational development of the CLDE child

## II. ASSESSMENT AND EVALUATION

- A. The trainee recognizes normal language development patterns
- B. The trainee is knowledgeable of major empirical research in the area of speech and language acquisition
- C. The trainee explains the effects of anatomic, physiologic, linguistic, psycholinguistic, and sociolinguistic factors on the communication process
- D. The trainee differentiates between those difficulties arising from second language acquisition and those from speech and language disability:
  - 1. Trainee distinguishes between culturally derived linguistic conventions and deviant language development problems
  - 2. Trainee understands the nature, etiologies, and remedial techniques associated with language disorders

- E. The trainee writes descriptive reports which accurately reflect the nature of communicative disorders
- F. The trainee demonstrates the ability to assess student strengths and needs within the cognitive, affective, and psychomotor domains through the use of appropriate formal and informal instruments and procedures (e.g., standardized tests, commercially prepared informal tests, teacher-prepared measures, and criterion-referenced measures)
- G. The trainee is aware of the uses and limitations of current standard assessment techniques in regard to CLDE populations
- H. The trainee develops an assessment model based on information gained from several sources. For example:
  - 1. Anecdotal records and pupil behavior scales
  - 2. Observations and recommendations from parents, teachers, and other school personnel
- I. The trainee is able to assess those factors limiting the participation of the family in the school setting and set specific goals
- J. The trainee formulates an accurate description of student ability based upon observation of academic performance in light of the CLDE student's cultural background
- K. The trainee is aware of the influence of learning styles, cultural values, and language patterns of ethnic and minority groups on classroom and test performance
- L. The trainee administers appropriate language assessment instruments and accurately interprets the skills measured and the information obtained
- M. The trainee uses the information gained to determine the CLDE student's most appropriate and least restrictive educational setting
- N. The trainee utilizes a cognitive style analysis approach as a diagnostic-prescriptive tool
- O. The trainee will write a diagnostic evaluation in behavioral terms
- P. The trainee will analyze skills and educational materials through the task analysis approach to determine program effectiveness
- Q. The trainee develops and applies appropriate educational methods based, in part, upon diagnostic results
- R. The trainee determines the appropriate instructional strategies used in diagnostic-prescriptive teaching of the CLDE child

- S. The trainee develops techniques to improve communication competence within the classroom:
  - 1. Trainee understands the function of language in the classroom as it relates to educational development
  - 2. Trainee develops alternative techniques to improve specific speech and language skills of CLDE children
- T. The trainee implements the appropriate strategies for the diagnostic-prescriptive teaching of CLDE children
- U. The trainee reviews the effectiveness of instructional methods implemented within the special education program for CLDE children
- V. The trainee evaluates, using appropriate measurement devices, the effectiveness of diagnostic programs for CLDE individuals
  - 1. Trainee examines materials, academic tasks, and methodologies using a task analysis approach
  - 2. Trainee examines the contributions of other resources (e.g., parent, teachers, and other school personnel)
- W. The trainee evaluates the impact of prescribed treatments by means of initial and continuing observations and an analysis of changes in academic and personal growth: e.g., trainee utilizes such data collecting devices as questionnaires, rating scales, and checklists
- X. The trainee modifies objectives and learning approaches, provided such changes are indicated by the on-going evaluation of educational plans

### III. CLASSROOM MANAGEMENT

- A. The trainee is aware of how non-verbal behaviors of both CLDE children and non-ethnic teachers may lead to miscommunication between children and teachers
- B. The trainee understands and applies interaction and management strategies (e.g., behavior modification, group dynamics, interaction analysis, behavior therapy, and life space management therapy) in light of cultural, socio-economic, and language factors influencing behavior
- C. The trainee develops and applies appropriate educational methods based, in part, upon diagnostic results
- D. The trainee demonstrates a thorough knowledge of critical issues relative to effective classroom management. The following issues are suggested:
  - 1. Effective teaching methodologies
  - 2. Modeling of appropriate/desirable behaviors

3. Self-realization and values clarification
  4. Understanding of and sensitivity to physical, social, developmental, and cultural factors
  5. Emotional climate in the learning environment
  6. Teacher flexibility as demonstrated through the use of alternative activity suggestions, willingness to give explanations and reasons, and the encouragement of student input
- E. The trainee examines behavior management models or approaches and selects those appropriate to individual needs
  - F. The trainee implements educational management strategies, such as: learning centers, material coding, student self-directed activities, and continuous-progress management
  - G. The trainee examines educational management systems with respect to:
    1. Own cultural perspective
    2. Perspective of the CLDE child
    3. Potential biases (e.g., ethnic, class cultural, and/or linguistic)
    4. Potential discriminatory effects of utilizing a specific behavior and classroom management model
  - H. The trainee extends the behavioral management program through collaborative efforts with the home, community agencies, and state and federal agencies

#### IV. COUNSELING

- A. The trainee assists parents in identifying their CLDE child's learning difficulties
- B. The trainee, with the support of parents and teachers, develops goals and objectives and prescribes special programs to meet individual needs
- C. The trainee provides parents with information on available community resources
- D. The trainee extends the behavioral management program through collaborative efforts with the home, community agencies, and state and federal agencies
- E. The trainee gathers pertinent information and provides training to the CLDE child's family, teachers, other professionals, and national, state, and local groups: e.g., trainee develops a system for on-going technical and professional support to ancillary educational personnel

- F. The trainee assists families and their CLDE children in understanding and dealing with the attitudes, lifestyles, behaviors, and educational philosophy of American society and its schools

V. ADVOCACY/PUBLIC RELATIONS

- A. The trainee understands the historical development of and legal basis for bilingual and special education. The trainee, for example, has knowledge and understanding of the following:

1. Public Law 94-142
2. Rehabilitation Act of 1973, Section 504
3. Title VII legislation

Lau v. Nichols case and other pertinent legislation

- B. The trainee explains significant implications of special education regulations to students, parents, educators, and others
- C. The trainee explains the legal implications of significant court decisions on policy development and legislative reform to students, parents, educators, and others
- D. The trainee gathers pertinent information and provides training to the CLDE child's family, teachers, other professionals, and national, state, and local groups: e.g., trainee develops a system for on-going technical and professional support to ancillary educational personnel
- E. The trainee makes suggestions to school personnel and local education agencies for implementing appropriate instructional programs which are sensitive to the needs of the CLDE child
- F. The trainee provides parents with information on available community resources

VI. RESEARCH

- A. The trainee understands all aspects of teaching CLDE children, including the recent research, etiology, content areas, educational procedures, and support systems necessary for effective educational management
- B. The trainee demonstrates knowledge of significant theory and research applications relative to teaching CLDE children by developing and implementing clinical/prescriptive

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### SECTION THREE: STRATEGIES FOR TEACHING TRAINEES

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Conferees identified this as an important arena, but due to limitations of conference time they were unable to develop specifics. However, general discussion illuminated some components that should be considered. Faculty committees and educational research groups undoubtedly would want to review these suggestions and expand upon them in their pursuit of strengthening personnel preparation programs for educators of CLDE children:

- I. Competency-based training program with course work in:
  - A. Educational assessment (formal and informal)
  - B. Child growth and development with emphasis in socio-cultural political differences
  - C. Child/adolescent psychology
  - D. Interdisciplinary courses in bilingual and special education (now defined as CLDE)
  - E. Human relations, personality, and culture
    1. School-community relations
    2. Developing modules for parental involvement
  - F. Developing/monitoring/updating Individual Educational Programs (IEPs)
  - G. Reviewing/selecting/modifying curriculum and instructional materials
- II. Pedagogical innovations to enhance implementation of special education programs for CLDE children
  - A. Imaginal teaching strategies to strengthen the traditional forms of pedagogy, i.e., conversation, lecture, seminar, and workshop

- B. Model building methods designed to enable the learner to develop expertise in the areas of self-determination, decision-making, copying, and preparation for the world of career choices
- C. On-going needs assessment and inservice training to enable the teachers to stay abreast with the progressive trends and movements in the field of providing instruction to CLDE children and youth:
  - 1. Inservice training necessary to maintain state certification requirements
  - 2. Content-specific seminars, workshops, or training institutes specifically designed to address current administrator or teacher needs. This type of training could be specifically designed and offered as needed for on-going growth and development
  - 3. Training received by attendance at conferences sponsored by appropriate professional associations and organizations (Council for Exceptional Children, National Association for Bilingual Education, National Association for State Directors for Special Education, etc.)
  - 4. Information sharing and dissemination of methods and products between educators within a school, within a local education agency, within the state, between exemplary programs across the nation, and an awareness of potential resources internationally
  - 5. Information on first and second language acquisition, sequential or simultaneous, and implications for instructional decisions

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#### SECTION FOUR: METHODS OF EVALUATION OF TRAINEES

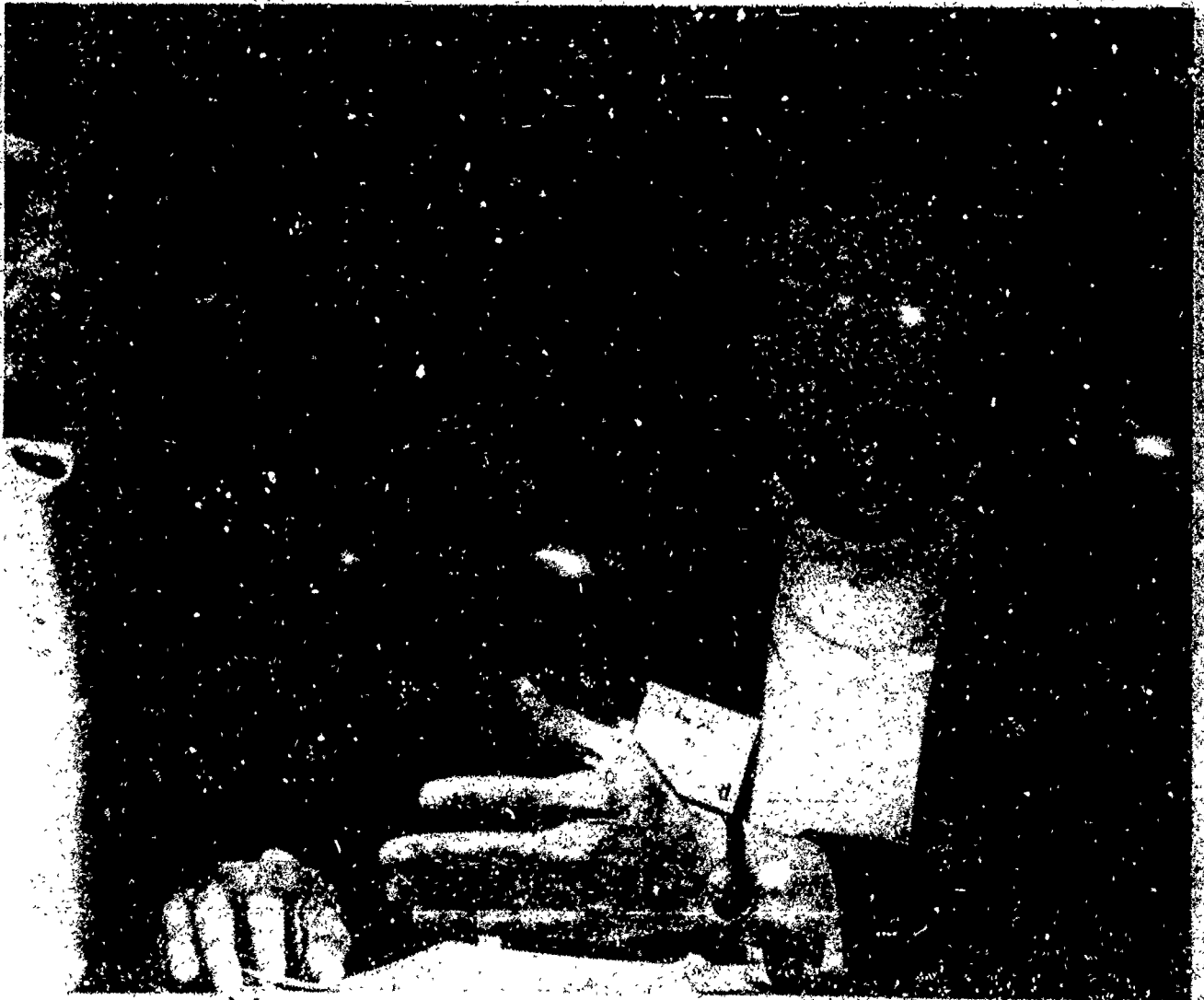
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- I. Competency-based training program tied to:
  - A. Pre-post assessment
  - B. Direct observation
    - 1. By supervisor(s)
    - 2. By self through videotape playback
  - C. Periodic self-assessment inventory
  - D. Peer evaluation
  - E. Student evaluation
  - F. Parent-community evaluation
- II. Evaluation methods which look at child, program, and system change
- III. A discrepancy evaluation model should be used for trainees to determine:
  - A. Competency (theory plus practice)
  - B. Assess entry level skills
  - C. Strategies for eliminating individual pedagogical and managerial weaknesses

- IV. Follow-up evaluations of the graduates to see how well the acquired competencies met the actual teaching conditions in the field

**CHAPTER THREE:**  
**PERSONNEL PREPARATION AT THE PRESERVICE LEVEL**



Richard Rodriguez (left) and Alba Ortiz (right)

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## INTRODUCTION

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With the rapid increase in the immigrant influx into the United States and the spiraling growth of indigenous non-English-speaking populations, the need for personnel not only knowledgeable of, but linguistically familiar with, other cultures will be crucial. For the culturally and linguistically different exceptional child (CLDE child), the need is even greater.

At the same time, concentration must be given to the climate of the times--one increasingly characterized by the declining resources, competition, and general skepticism about programs for minorities. Yet it must be remembered that the 1980 census results clearly demonstrate that Hispanics are the fastest growing minority group in this country. It should also be kept in mind that other data supports the fact that the American educational system at times has failed to meet the needs of Hispanic children, those who are normal as well as those who have special education needs. Therefore, all-out efforts should be taken by colleges, universities, and other teacher training institutions to recruit qualified candidates and provide them with financial and moral support for their special education training in preparation for working with CLDE children.

This chapter elaborates on organized recruitment efforts, offers criteria for selecting trainees, and addresses the most serious problem for candidates, that of financial assistance. This information is not exhaustive and is intended solely as a reference for colleges, universities, and other teacher training institutions who are developing personnel training programs for working with CLDE children. Potential utilization of this material would include: (1) determining admissions standards and evaluation criteria necessary for trainees as they enter a degree program or move from one level to another; (2) devising a plan of action to recruit qualified candidates into the program; (3) establishing a networking system for disseminating information about special education programs for CLDE children to high schools, community organizations, churches, etc; and (4) planning a comprehensive directory of resources available for financial aid to students in Special Education Programs for CLDE Children.

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## SECTION ONE: RECRUITMENT STRATEGIES

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Recruitment of personnel for the Special Education Program for Culturally and Linguistically Different Exceptional Children (CLDEC) should cover all socio-economic levels. A prime target group should be the minority populations--perhaps the most difficult to reach--for both college/university admissions criteria and financial aid are serious obstacles to their enrollment in such a program. Another serious problem is that special attention to the handicapped is not a priority with most Hispanics, a fact which seems to grow out of their cultural attitude toward disability.

Numerous prospective candidates are already enrolled in bilingual and/or special education training programs; others are in the local school system as bilingual or special education personnel, many of whom are attempting to deal with CLDE children; additional candidates can be found among those about to complete their high school education as well as those considering a career change. All of these individuals can be identified and informed about this new program through existing networks which utilize dissemination and recruitment strategies.

Strategic recruitment deserves serious consideration by colleges, universities, and other teacher training institutions for, obviously, without trainees there cannot be a program. Some suggested sources for funding, recruitment techniques, and dissemination methods are:

- I. Colleges, universities, and teacher training institutions could attempt to earn more funds for recruitment purposes.
- II. The Office of Special Education proposals could include monies for recruiting target populations.
- III. Funding of one introductory or survey course could entice and expose qualified prospective candidates to the purpose of the program.

- IV. Colleges and universities with undergraduate programs in bilingual and/or special education could be mailed brochures and posters on the newly proposed Special Education Program for CLDE Children. All recruitment literature could include the criteria for admission to the program, explanation of the process of selection, and an outline of student resources for financial assistance.
- V. The Council for Exceptional Children publications, conferences, conventions, etc., could be used for advertisement/dissemination purposes. All recruitment literature could include the criteria for admission to the program, explain the process of selection, and outline student sources for financial assistance.
- VI. The minority student locator service within G.R.E. could be used through the Educational Testing Service.
- VII. When talking with prospective candidates, monies available for training could be mentioned (e.g., scholarships, stipends, loans, etc.).
- VIII. Lobbying efforts could be undertaken for an increase in local and state funds to support training programs for personnel who will work with CLDE children.
- IX. Contracts could be developed with school districts for preservice training and for the development of courses which meet their inservice training needs.
- X. Financial and programmatic support from deans, presidents, boards of trustees, etc. could be generated. This would also involve whole divisions and departmental faculty in decision-making relative to the CLDE child training program.

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## SECTION TWO: CRITERIA FOR SELECTION OF TRAINEES

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The criteria under each category are suggested guidelines and are not all-inclusive. Trainees would not necessarily be required to meet all criteria in every category. Nor should the bilingual dimension be the only unique aspect of the training program. Programs should reflect adaptations specific to preparation of personnel to work with CLDE children.

### CATEGORY I: PRE-COLLEGIATE CRITERIA FOR ADMISSION TO UNDERGRADUATE PROGRAM

To be eligible for acceptance into an undergraduate program, a candidate should have:

- A. SAT score of 900 or above
- B. High school diploma with a GPA of 2.5 - 3.0
- C. Involvement in school/community clubs and activities
- D. Completed application to college or university as per procedures
- E. Completed an interview with appropriate administrator(s) which considered:
  1. Personal qualities
  2. Sensitivity to bilingual handicapped children
  3. Language proficiency in English and a second language

### CATEGORY II: UNDERGRADUATE PROGRAM MAINTENANCE CRITERIA

In order to be maintained in an undergraduate program, a candidate should:

- A. Maintain GPA of 2.5 or better

- B. Maintain language proficiency in English and a second language (established by formal and informal assessment)
  - 1. Be able to participate in courses taught in English and in a second language
  - 2. Have good comprehension
  - 3. Have good grammar usage
  - 4. Have good skills in language instruction in both languages
  - 5. Be able to speak, read, and write in both languages satisfactorily
  - 6. Be able to communicate with parents in their native language regarding child's academic progress
- C. Undertake course work in the liberal arts, elementary/secondary education, bilingual education, special education, and special education for CLDE children in accordance with accepted program of study
- D. Experience involvement in community efforts on behalf of CLDE children
- E. Develop knowledge of and expand sensitivity to values, beliefs, attitudes, and behaviors of diverse cultures and have evidence of successfully interacting with another culture
- F. Obtain teaching experience with:
  - 1. Regular education classes
  - 2. Bilingual education classes
  - 3. Special education classes
  - 4. Bilingual special education classes
  - 5. CLDE children

CATEGORY III: GRADUATE PROGRAM ADMISSIONS CRITERIA

To be admitted to a graduate program, a candidate should have:

- A. Satisfied maintenance criteria while participating in an undergraduate program (See Category II)
- B. Completed an application to college or university as per procedures, including transcript of courses and grades
- C. Received a bachelor's degree with state certification in elementary or secondary education or related area of study, and a specialization in bilingual education, special education, special education for

CLDE children, or any combination of the three areas

D. Letters of recommendation regarding:

1. Personal qualities
2. Academic performance

E. Letter of intent which includes:

1. Biographical data
2. Personal philosophy, goals, and objectives (in line with those of the program)

F. GRE score of 1000 or better

G. MAT score of 50 or better

H. Completed an interview with appropriate administrator(s) which considered:

1. Personal qualities
2. Sensitivity to bilingual handicapped children
3. Language proficiency (optional)
4. Criteria D and E above

\* CATEGORY IV: GRADUATE PROGRAM MAINTENANCE CRITERIA

In order to be maintained in, and thereby graduated from, a graduate program, a candidate should:

- A. Maintain a GPA of 3.0 or better
- B. Maintain language proficiency in English and a second language (established by formal and informal assessments)
  1. Have mastery of grammar with allowance for some errors
  2. Have perfect comprehension
  3. Be able to comprehend, speak, read, and write in both languages with mastery
  4. Be able to teach language skills in both languages with mastery
  5. Be able to communicate with parents in their native language about their child's academic progress

- C. Undertake course work in accordance with an approved program of study
- D. Obtain multicultural experiences
- E. Develop a knowledge of and expand sensitivity to values, beliefs, attitudes, and behaviors of diverse cultures and have evidence of successfully interacting with other cultures
- F. Obtain teaching experiences with:
  - 1. Regular education classes
  - 2. Bilingual education classes
  - 3. Special education classes
  - 4. Bilingual special education classes
  - 5. CLDE children
- G. Experience involvement in community efforts on behalf of CLDE children

CATEGORY V: EVALUATION - UNDERGRADUATE AND GRADUATE

In order to assess undergraduate and graduate candidates' successful mastery of program objectives and content, the following processes and evaluative devices could be used:

- A. Successfully meeting criteria established for each category
- B. Examination and review of progress by self, peers, program administrators, and appropriate personnel involved as compared against established levels of required proficiency or competency. (At the beginning of training, language and other areas of proficiency should be determined so trainee knows what skills to develop.)
- C. Documentation of various multicultural, community, and teaching experiences, e.g., evidence of having lived, taught, worked (e.g., Peace Corps, Vista), done volunteer work, and/or done work with social services
  - 1. Check resumes
  - 2. Contact references - both those who have/have not written letters of recommendation
  - 3. Check student-developed materials, records, and supporting experiences

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### SECTION THREE: FINANCIAL SUPPORT FOR TRAINEES

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For most trainees, financial assistance is necessary for completing any higher education degree. Many capable individuals do not go to college because financial guidelines classify them as not needing assistance--when in fact they most certainly do.

Currently there is a real concern that special education personnel who will work with CLDE children will be required to do more work than a regular teacher without a significant difference in pay. Financial aid would be an incentive to encourage future teachers to enter this field of specialization.

Funds should be made available to parttime as well as fulltime students. All students should be required to pay back their financial aid if they drop out of school or enter a non-related field.

Sources of funding for trainees can be investigated through the Office of Special Education in the resident state. The candidate should also inquire about fellowships and grants available at either the state or local education level. Education agencies often target monies for personnel preparation through funds designated as dean's grants or model demonstration programs. Each university and college will have its own set of funding options, e.g., tuition remission or waiver, graduate teaching assistantships, research assistantships, alumni grants, scholarships, endowments, student organizations on campus, the student financial aid office, and university/community-sponsored fund raisers.

For students who need considerable financial assistance and find it difficult to acquire such aid from the various state, local, and university college offices, they should inquire into the possibility of tuition rebates, loans, and parttime work experiences. These could be coupled with a reduction in course work as a strategy for obtaining the degree.

## **CHAPTER FOUR:**

### **CREATING EFFECTIVE LEADERSHIP AMONG FACULTY/TRAINERS**



ELOY GONZALEZ

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## INTRODUCTION

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The task of training and recruiting effective and competent trainers (faculty) to shape and guide teacher preparation programs in the area of special education for CLDE children is a most difficult task. The same problem exists at the school level: there are not enough representative teachers of the native culture and language involved in CLDE children's programs. At the same time, non-Hispanics need to be encouraged to acquire these cultural sensitivities and language skills in order to participate more appropriately as learning models for Hispanic children and youth.

With the increased number of Hispanic graduates from teacher training programs, many of whom are acquiring Ph.D's, the negative trend is shifting to a more hopeful future. Universities simply need to intensify their recruitment search to find suitable Hispanic candidates for their special education faculty. This is only one important consideration among others reflected in this document to safeguard against possible discrimination practices in the teaching profession--both conscious and unconscious.

The contents of this chapter are by no means intended to cover all aspects of the issue nor to speak down to the sophisticated efforts to upgrade faculty standards at many institutions. Rather, it is hoped that the following recommendations will serve as a stimulus for those institutions which are currently reviewing the descriptions and rules for their trainers. This seminar and its contributors feel strongly that this area of concern is a key to the full development of the concept of personnel preparation for CLDE children.

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## SECTION ONE: FUNCTIONS OF TRAINERS

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Just like trainees in a special education program for CLDE children, faculty, or trainers, are required to perform a variety of functions. Many of these functions are similar to those to be undertaken by trainees, but they are structured to fit the domain of higher education. These roles are:

### I. INSTRUCTOR (PRESERVICE AND INSERVICE)

#### A. Knowledgeable and skilled in the areas of:

1. Theoretical/practical knowledge and teaching experience in special education, bilingual education, and related subject matter
2. Multidisciplinary and culturally fair assessment practices
3. Methods in the development of curriculum, training materials, and teacher competencies
4. Pedagogical methods for effective classroom/individualized instruction
5. Language acquisition and discrepancies
6. Classroom and student behavior management
7. Crosscultural and multiethnic group knowledge
8. Student progress toward program competencies and total program evaluation
9. Parent education and involvement in the child's program (IEP, annual review, due process, etc.)

10. Bilingual proficiency (speaking and writing)

II. ADMINISTRATOR

A. Organizational and planning skills

1. Serve on faculty committees
2. Knowledge and commitment to affirmative action when recruiting trainees from local, state, and federal levels with fair representation from minority groups
3. Maintain systematic reporting practices for accountability and information sharing purposes

B. Coordinate multidisciplinary college/university resources to meet trainee needs, as well as relating to systems outside the university

III. RESEARCHER

A. Conduct new educational research and publish findings when appropriate

B. Maintain up-to-date information base on the advancements and discoveries related to the discipline of instruction

C. Proposal writing and fund raising skills

D. Develop new courses or programs of study and curriculum revisions based upon research findings

IV. ADVOCACY AND PUBLIC RELATIONS

A. Knowledge of resources both within the university and outside

B. Maintain liaison among other college/university programs, local education agencies, exemplary child-centered programs, and related community services

C. Human relations skills necessary to interact with multiple audiences

D. Political and lobby skills necessary to educate decision makers about program maintenance and/or changes

E. Consultant to other faculty and staff, departments, and institutions/agencies

V. COUNSELOR

Advisor to trainees in the areas of course work, competencies, and

completion; schedule/degree modifications and changes; financial  
worries; career development and placement

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## SECTION TWO: UNDERREPRESENTATION OF MINORITY FACULTY AND STAFF

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One of the basic difficulties of training personnel for school programs which serve the CLDE child is that teacher training institutions do not have a fair representation of minorities among faculty/trainer roles to provide the cultural/language experiences necessary to shape meaningful curriculum. The following outline of problems and strategies for corrections is an attempt to reflect on ways in which the balance of minorities on faculties can better represent the task of providing meaningful training experiences.

### I. STATEMENT OF PROBLEMS

- A. Lack of trained personnel, i.e., too few with doctorates or other proper credentials
- B. Discrimination of minorities
  - 1. Minorities are considered a deficit population
  - 2. Reaction against affirmative action programs, e.g., a lack of commitment, other than on paper, to enforce hiring of minority groups for programs for CLDE children
  - 3. Reverse discrimination charges
  - 4. Racism and prejudice among faculty/students on campus
- C. Division among different Hispanic groups in the U.S. and a reticence of Hispanics to push for action
- D. Illusion of equality taught as though it were a reality
- E. Lack of policies or inconsistent application of policy which deal with equality

- F. Declining resources/funds to bring new minority faculty/staff on board
- G. Overtenured faculty occupying positions without adequate minority representation
- H. Lack of proper monitoring on part of granting agencies to oversee use of grants/contracts which effect programs that do not have adequate minority staff/faculty representation
- I. Lack of financial incentives to attract well-qualified minority individuals
- J. Lack of sensitivity on behalf of program administrators regarding the needs of CLDE children
- K. Sometimes well trained minority group individuals are not aware of available networks
- L. Extensive use of parttime faculty from the local minority community who too often receive low pay and, therefore, little incentive for quality, or else are not part of the decision-making process

## II. STRATEGIES FOR CORRECTION

- A. Build a climate of public support and empathy by launching an information campaign to explain the needs of CLDE children and their special education program, e.g., brochures, increased media attention, training sessions, etc.
- B. Increase the size and strenght of advocacy groups to lobby at local, state, and federal levels for a fair representation of minority faculty on all accredited campuses (public/private, elementary/secondary, college/university, technical schools)
- C. Give minorities visibility in the field by presentation of their research at professional gatherings and by their participation as resource persons in inservice training workshops at the local, state, regional, and national levels
- D. Provide financial support for minority students at the dissertation phase of their doctoral work or while enrolled at the postdoctoral level
- E. Develop a political caucus (local, state, national) to focus on faculty discrimination and inclusion of minorities
- F. Organize target monies by universities for purposes of minority recruitment
- G. Administrators should be committed to programs which impact minority populations even after funding runs out

- H. Give equal attention to private institutions and their needs for minority inclusion of faculty positions on their staff
- I. Get support from bilingual school-based programs in the form of pressure upon the universities for adequate staffing to prepare future teachers of CLDE children
- J. Encourage development of Hispanic causes comprised of faculty/staff/ students within the university by enforcing affirmative action policies, having adequate representation of minorities within the administration, and by minority representatives on personnel selection committees

**CHAPTER FIVE:**  
**APPENDICES**



Left to right: Eloy Gonzalez, Maria Elena Pynn,  
Richard Rodriguez.

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## APPENDIX A: DIRECTORY OF SEMINAR CONTRIBUTORS

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## APPENDIX B: BILINGUAL/BICULTURAL PERSONNEL PREPARATION PROJECTS

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### INTRODUCTION

This chapter contains descriptions of 25 bilingual/bicultural special education training projects funded in fiscal year 1980 by the Office of Special Education and Rehabilitation Services. Out of those presented, 9 offer preservice training, 12 provide inservice, and 4 others are comprised of both preservice and inservice components. These projects are located in 10 states--Arizona, California, Florida, Illinois, Kansas, Massachusetts, New Jersey, New Mexico, New York, and Texas--as well as Washington, D.C. and Puerto Rico. Few of these projects operate in collaboration with agencies outside of their sponsoring institutions; however, many projects establish liaisons with other organizations which provide resource information, technical assistance, and/or service delivery.

In addition to project descriptions, information is also presented regarding: type of training (i.e., preservice or inservice); goals and objectives; geographic location served by each project; handicapped populations trainees will serve (i.e., full spectrum, mentally retarded, learning disabled, behavior disordered, gifted, communicatively disordered, speech and language impaired, and hearing impaired), number of trainees, bilingual and non-bilingual instructional staff involved in implementation; information on project effectiveness; dissemination activities; collaborative arrangements; and resources and materials used.

## PREPARATION OF TEACHERS IN BILINGUAL/MULTICULTURAL SPECIAL EDUCATION (ARIZONA)

The principal goal of this project is to assist the Department of Special Education at Arizona State University in developing a master's level teaching training program to prepare special education teachers to work with bilingual/multicultural exceptional children. The training focus is on service to the mentally retarded, the language disordered, and the behavior disordered children in Arizona and the surrounding Southwest region.

The instructional staff consists of three bilingual/bicultural persons and other faculty within the Department of Special Education. Training activities include course work and practical experience. This project is in its second of a three-year funding cycle.

During the first year of operation, competencies for teachers of the bilingual/multicultural handicapped child were identified. This was accomplished through a needs assessment inventory of teachers, school administrators, and parents. The areas of critical training needs were diagnostic assessment, curricula development, and methods and materials development. Project faculty have developed courses to address these identified training needs. Training resources are largely developed in-house; however, some diagnostic and instructional strategies are modified and adopted from outside sources.

Trainee assessments are based on academic performance and the demonstration of designated competencies during the practicum experience. An evaluation of the project's impact on the children served is obtained from reports made by classroom teachers, school administrators, parents, and community services personnel.

Future project objectives include information dissemination, parental involvement in training, and the development of other teacher training courses. It is the intent of the College of Education and Department of Special Education to integrate this bilingual/multicultural special teacher training project into the regular training curricula of the department. In addition, it is expected that this discipline will become a permanent emphasis area within the Department of Special Education at Arizona State University.

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BILINGUAL/BICULTURAL GENERAL SPECIAL EDUCATION PROFESSIONAL PREPARATION  
PROGRAM (CALIFORNIA)

This three-year project offers graduate students the opportunity to earn a master's degree in Special Education with a concentration in bilingual/bicultural studies. The population served by the project are bilingual/bicultural children with learning disabilities who reside in the San Joaquin Valley of Central California.

At present, there are 15 student trainees and 3 bilingual and 6 non-bilingual instructional staff persons participating in the project. Student performance will be evaluated using a program-designed competency evaluation instrument and on-site structural interviews. An approach to the collection of child-change data involves extensive pre-and post-field testing.

Collaborative arrangements for service delivery have been made with several agencies: California State Department of Education; California State University; and Bilingual/Bicultural Teacher Education, California State University Foundation.

Information dissemination includes oral presentations at national conferences and workshops and written reports for publication in professional journals.

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## BILINGUAL CROSS-CULTURAL SPECIAL EDUCATION TRAINING (CALIFORNIA)

This project, now in the second of a three-year funding cycle, continues to provide preservice training to Spanish-speaking graduate-level students. Participants have the opportunity to earn a master's degree in Special Education and receive specialization credentials in the areas of learning, handicapped, and communicative disorders. Project efforts directly serve bilingual/bicultural handicapped children and youth in the mid-region of California. Collaborative arrangements have been made with local education agencies for service delivery.

During the first academic year, training materials were prepared which included: a glossary of technical terms in Spanish and English; an annotated bibliography (in Spanish and English) of Spanish language materials appropriate for use with Spanish-speaking parents of exceptional students; and a bibliography of published Spanish language texts and other materials suitable for use in Spanish education. These materials are available for distribution to other bilingual special education training programs as well as to other interested persons.

There are 27 trainees plus 2 bilingual and 7 non-bilingual staff. Procedures for determining project impact on trainees and the target population are determined through pre and posttesting in all courses taught to bilingual special education trainees. While many of the instructional materials have been developed by project staff, some materials from other sources are modified and subsequently adopted.

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INTRA-PROGRAM TRAINING FOR LES/NES PERSONNEL (CALIFORNIA)

This three-year project provides training to teams of special educators, regular classroom teachers, and bilingual educators to improve services to the limited English proficiency (LEP) handicapped child. Four training modules are being developed for use by the trainers in nine training centers in California. The modules will address the following issues: (1) bilingual/bicultural family; (2) assessment and instructional strategies for LEP handicapped children; (3) interaction of bilingual and special educators; (4) implications of bilingualism and biculturalism for special education. These modules will be field-tested in February, 1981 and training will begin in May, 1981. Module packages and training materials will be available for distribution after May, 1981.

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#### MULTICULTURAL/SPECIAL EDUCATION PROGRAM DEVELOPMENT (CALIFORNIA)

The inservicing of faculty will involve apprising regular educators of various social and educational issues that impact upon bilingual/bicultural handicapped children. The project serves the full spectrum of handicapped children in San Diego County and the southeastern region of California.

The incorporation of a preservice component into the regular educational course work of the Multicultural, Elementary, Secondary, and Counselor Education Departments (San Diego State University) is a current concern. Thus, those individuals now receiving training in these departments will be provided with a framework for effective management of mainstreamed special education children and youth.

The instructional staff consists of one bilingual person as well as three other faculty members within the Department of Multicultural Education. The training resources and materials are largely being developed in-house; however, some materials from outside sources are being modified and subsequently adopted. Project staff and trainees are currently developing assessment techniques to be used in the collection of trainee- and child-change data.

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## SECOND LANGUAGE AND ASSESSMENT TRAINING PROJECT (CALIFORNIA)

This is an inservice training program for assessment personnel who are presently employed as speech and language specialists and psychologists in school districts throughout the state of California. The project serves all handicapped populations, but specifically the potential limited English proficiency handicapped Hispanic child.

There are 160 trainees involved in the project: 7 are in the Cantonese program and 153 in the Spanish program. Most of the 30 to 35 full and parttime instructors are bilingual. Project staff are currently developing training materials and assessment processes.

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#### MASTER'S DEGREE PROGRAM IN SPECIAL EDUCATION (FLORIDA)

The major goal of this project is to prepare educational personnel to work effectively with culturally diverse limited English proficiency students with special needs. The primary project activity is to develop a set of competencies for the bilingual educator--one who will be skilled in the unique content areas of both bilingual/bicultural education and special education. Upon completion of program activities, trainees will earn a master's degree in Special Education with a concentration in bilingual education.

The training curriculum shares resources with many other programs within Florida International University's School of Education, including: school psychology, counselor education, special education, and bilingual education. The project serves the mentally retarded, emotionally disturbed, and/or learning disabled within the bilingual/bicultural communities in the Miami, Florida, area. The criterion for determining program effectiveness is based upon an assessment of client progress.

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LEARNING DISABILITIES PROGRAM FOR TEACHERS OF NON-ENGLISH SPEAKING CHILDREN  
(ILLINOIS)

This three-year preservice project is designed to train bilingual specialists in learning disabilities (M.A. or M.Ed.) to meet the educational needs of non-English-speaking children. The instructional staff during the academic year is comprised of one bilingual and two monolingual professors.

The training includes: (1) theoretical and practical experiences in the course work; (2) practical experiences with parents to provide information for their understanding of the educational and emotional needs of their children; and (3) collection of longitudinal data to document child-change data and to analyze the effectiveness of instruments, including non-discriminatory testing. The collection of trainee-change data is accomplished through the use of "project specific" questionnaires and academic and practicum course work performance.

The geographic locations served by the project are the Chicago metropolitan area and adjacent suburbs. A working relationship for referrals has been established with EL Hogar del Nino (day care center).

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#### MINORITY ISSUES INSERVICE PROGRAM (MIIP) (KANSAS)

This three-year cooperative project, sponsored by the University of Kansas and the Kansas City, Missouri, School District, provides inservice training to 240 local regular education teachers and special education personnel who are employed in 20 area elementary schools. Special emphasis is on increasing the knowledge and skills of these practitioners who will, in turn, serve handicapped and multicultural children in the Kansas City, Missouri, School District.

A package is currently being developed for training purposes. It includes: a training guide and manual for principals and/or special education leaders; an inservice training monograph for teachers; and a 15 minute filmstrip-cassette kit. Trainers will be evaluated by pre and posttests, a survey questionnaire, and a mastery examination.

During the first year of project operations, a committee of educators, counselors, governor's committee representatives, and community activists compiled a document on relevant issues regarding bilingual special education. Project information is disseminated throughout the local school district and nationally through the Council for Exceptional Children.

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## BILINGUAL SPECIAL EDUCATION TRAINING PROJECT (MASSACHUSETTS)

This inservice project provides training and technical assistance to local education agencies (LEAs) in the northeastern region of Massachusetts. Six communities are committed to sending building-based teams to monthly training sessions. The teams include a school principal, a bilingual teacher, a special education teacher, and the individual responsible for the special education referral process.

The overall purpose of the project is to assist the LEAs in the provision of more appropriate and improved services to limited English proficiency (LEP) and bilingual children with special educational needs. Project activities are directed toward: interdisciplinary decision-making, problem solving, and information sharing involving the state-of-the-art; identifying informational resources; and proper identification and development of individualized instruction for the LEP/bilingual child with special needs. Project objectives are dedicated to developing consistent, appropriate, and quality special education services for all LEP/bilingual handicapped youth within the northwestern region of Massachusetts.

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PROGRAM ASSISTANCE GRANT - REGIS COLLEGE POST GRADUATE BILINGUAL SPECIAL  
EDUCATION STAFF DEVELOPMENT TRAINING INSTITUTE (MASSACHUSETTS)

The primary program objective is to design and implement a staff development program for college professors. Once trainees have completed their involvement in the project, they will be responsible for training local school personnel who service Hispanic children with the full spectrum of special education needs.

Sixteen special education faculty were recruited to participate in this project from nine area colleges with accredited special education graduate programs (Boston State College, Bridgewater State College, Fitchburg State College, Framingham State College, Lesley College, Northeastern University, Tufts University, University of Massachusetts, and Wheelock College). Each faculty member, with the assistance of Institute staff, develops his/her own Individual Training Plan and defines his/her objectives, current status, action plan, and anticipated project outcomes. Program curriculum planning also involves the input of agency personnel, school administrators, teachers, parents, and students.

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SCHOOL PSYCHOLOGISTS' TRAINING ON NONDISCRIMINATORY ASSESSMENT OF CHILDREN WHO HAVE SPECIAL NEEDS AND LIMITED ENGLISH SPEAKING ABILITY (MASSACHUSETTS)

Project TEAM (Training for Equal Access for Minorities) is designed to assist personnel in eliminating the erroneous classification of minority students as learning disabled or handicapped. This project aids local school personnel in providing linguistic minority students with least restrictive and more appropriate learning environments. The training model involves one community with large linguistic minority populations. During the first two years of the project, training workshops will focus on six specific personnel categories: (1) administrators, (2) guidance counselors, home-school liaisons, and social workers, (3) school adjustment counselors and guidance counselors, (4) speech pathologists and school psychologists, (5) parents, and (6) special educators and reading teachers.

In the first year, participants will receive training in cultural awareness and the values and languages of ethnic minority groups, school acculturation, legal mandates, cognitive styles, ethical standards, and the relevance of psychological and educational tests commonly used with ethnic minority children. In the second year, the training focus will be interdisciplinary teaming, group decision-making, and the development of interdisciplinary special education models for delivering services to bilingual children with special needs.

During the third year, interdisciplinary teams made up of participants from the first two years will work with students in the schools. These teams will work with pre-referral and referral cases to implement the interdisciplinary team approach. The interdisciplinary teams will focus on differentiating in a non-discriminatory manner between linguistic minority students who may or may not have special needs (handicapping conditions). They will also implement individual educational programs which are relevant and appropriate to the needs of these students. The interdisciplinary team participants will also receive training to serve as trainers for newly formed teams in other schools.

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#### ASSOCIATION FOR HISPANIC HANDICAPPED (NEW JERSEY)

This two-year inservice project offers a series of 20 workshops to train Hispanic parents of handicapped children as informed advocates of community services programs for all Hispanic handicapped youth. The geographic location served by the project is Passaic County in Paterson, New Jersey.

At present there are 30 to 40 trainees and 2 bilingual instructional staff. The collection of both trainee- and child-change data is accomplished by means of the administration of pre and posttests. Most of the resources and/or materials used in the training process are developed in-house. Project information dissemination activities involve media publications, conference presentations, and personal contacts.

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MAINSTREAMING INSERVICE PROJECT FOR CHILDREN OF LIMITED ENGLISH-SPEAKING  
ABILITY (NEW JERSEY)

This inservice training is designed (1) to expand the bilingual/bicultural awareness of resource teachers and child study team members and (2) to enhance the instructional competencies of bilingual/bicultural education teachers in dealing with handicapped limited English proficiency students. The project addresses the needs of all handicapped Hispanic children in Union and Essex counties, New Jersey. Collaborative arrangements regarding project implementation are made with the local education agencies, the New Jersey bilingual teachers, and the local task force on bilingual special education.

There are 70 trainees plus 7 bilingual/bicultural instructional staff. Impact on trainees is determined through an analysis of pre and posttests and attitude scales. Staff are currently developing an instrument to be used in the collection of child-change data. A bilingual manual (including a Spanish-English glossary) for special education personnel and parents of handicapped children was produced by project trainees during the first year.

For further information contact:

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## PREPARE AND RETRAIN TEACHERS IN ADAPTED PHYSICAL EDUCATION (NEW MEXICO)

This project provides preservice training for graduate students who, upon completion of the project, earn either a master's or doctorate degree. The project also has a non-degree/in-service training component for teachers in the field of adaptive physical education who are currently teaching in the public schools.

This project is currently in its second of a three-year funding cycle. There are 14 master's students and 9 doctoral candidates involved in the project. Information relative to project effectiveness and to trainee change is obtained through competency demonstrations, checklists for employers, surveys, and questionnaires. Child-change data is gathered from reports made by teachers, parents, and community services personnel.

Participant training addresses the needs of all handicapping conditions. Project efforts are concentrated in New Mexico and the bordering areas of Colorado, Arizona, and Texas. Geographic distinctiveness necessitates programs and activities addressing the needs of various Hispanic subgroups.

Many of the project's resources have been adapted from: I Can Program--Michigan State University; Project EXPLORE (Expanding Programs and Learning in Outdoor Recreation and Education)--Portland State University; PEOPEL Program (Physical Education Opportunity Program for Exceptional Learners)--Phoenix Unified School District; PREP (Preschool Recreation Enrichment Program)--Maryland National Capital Park and Planning Commission; Project ACTIVE (All Children Totally Involved Exercising); Project PELRA (Physical Education Least Restrictive Alternatives); Oregon State University; and STAR (Staff Training for Adapted Recreation), Miami, Florida.

Information dissemination activities include annual project reports, communication with public schools and local/community interest groups, and participation in the National Consortium on Physical Education and Recreation for the Handicapped.

For further information contact:

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College of Education  
University of New Mexico  
Albuquerque, NM 87131  
(505) 277-5933

RECRUITMENT AND TRAINING OF BILINGUAL/BICULTURAL STUDENTS (COMPONENT 8)  
(NEW MEXICO)

This project is designed to provide training for bilingual/bicultural special education teachers interested in intensive preparation in one of four master's degree concentrations: learning disabilities, mental retardation, behavior disorders, or gifted. There are five master's degree students and one doctoral candidate currently enrolled. Participants are recruited from Arizona, Colorado, New Mexico, and Texas. They must indicate a desire to return to their communities after training and also must hold a bachelor's degree in Bilingual Education.

In addition to earning their respective degrees, trainees have the opportunity to increase their language proficiency in either Spanish or a Native American language. They are also prepared to serve as resource links in the communication network between the Special Education Department and bilingual/bicultural special education programs across the state of Mexico and throughout the southwestern region of the United States.

The instructional staff consists of 2 bilingual/bicultural persons and the 13 faculty members in the Department of Special Education. Procedures for determining project impact on the trainees and the target population are currently being developed under the combined efforts of staff and participants.

For further information contact:

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Department of Special Education  
College of Education  
University of New Mexico  
Albuquerque, NM 87131  
(505) 277-5018

### TRAINEESHIPS IN PRESCHOOL EDUCATION FOR THE HANDICAPPED (NEW MEXICO)

The primary objective of this project is to provide teachers with competencies and/or skills which will prepare them to address the needs of bilingual/bicultural handicapped children. Upon completion of training, participants earn nine graduate hours which may be applied toward either a master's degree or continuing education units. Although the emphasis is inservice for teachers, some graduate students are involved in the training curriculum.

The project has the capacity to accomodate 28 to 32 trainees. On bilingual and four non-bilingual staff persons are also involved. While many training and/or resource materials are being developed by staff, some materials from other sources are modified and subsequently adopted.

Project efforts directly serve bilingual/bicultural handicapped children in 28 counties in New Mexico. A brochure explaining project operations is primarily disseminated to: elementary school superintendents; directors of special education; early childhood programs in public, private and parochial schools; and all agencies within the state that service the developmentally disabled. Copies of this brochure were distributed at the fall and spring meetings of the New Mexico Council for Exceptional Children in Albuquerque and Las Cruces.

This training project operates in collaboration with the Department of Special Education, areas of Bilingual Education, Educational Management and Development, and the Indian Affairs Project.

For further information contact:

Stephen Stile, Project Director  
Jerry McDowell, Coordinator  
Area of Special Education  
Department of Education Specialities  
University of New Mexico  
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DOCTORAL SPECIALIZATION IN LANGUAGE DISORDERS OF BILINGUAL HISPANIC CHILDREN  
(NEW YORK)

This three-year preservice project is designed to develop a doctoral training program within the City University of New York (CUNY) that focuses on bilingual/bicultural language disorders. First year project activities include:

(1) conducting a comprehensive needs assessment of graduate education in bilingual/bicultural special education and (2) developing a doctoral training program which can be implemented during the 1981-1982 academic year. While the project staff currently consists of 25 non-bilingual faculty, efforts are being made to identify potential bilingual/bicultural instructional staff.

The major population served by the project are Hispanic bilingual children with language disorders; however, bilingual/bicultural children of other ethnic minorities who have communicative disorders will be included in training. Based upon needs assessment of doctoral training, appropriate collaborative arrangement will be ascertained relative to practicum sites, research field experiences, and courses offered in the area of specialization outside of CUNY. Project activities will be focused in New York City and the greater northeastern region of the United States.

For further information contact:

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City University of New York - Graduate School  
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New York, NY 10036  
(212) 790-4366

INSTITUTE FOR MAINSTREAMING INNER-CITY HANDICAPPED YOUNGSTERS (NEW YORK)

This project operates as a collaborative effort under the auspices of the Long Island University, Brooklyn Center, and New York City Community School Districts Nos. 13, 14, 16, 17, 18, 19, 20, and 23. It is a non-degree/certificate program which offers inservice training to 50 educators who will work with mainstreamed handicapped youngsters, many of whom are mildly handicapped bilingual/bicultural individuals attending a school in Brooklyn.

The primary objectives of the project activities are to: (1) facilitate the implementation of mainstreaming of handicapped pupils; (2) increase knowledge, skills, and positive attitudes among regular educators regarding handicapped children; and (3) develop a base of well-trained personnel throughout eight school districts in Brooklyn which can radiate throughout those districts.

The instructional process involves the use of lectures, discussions, and multimedia presentations. Trainees actively participate in experiential activities. On-site school visits and follow-up seminars are also included. Both trainee- and child-change data are collected through the use of scales and questionnaires. Information regarding project functions is made available in articles and reports.

For further information contact:

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Long Island University  
Brooklyn Center  
University Plaza  
Brooklyn, NY 11201  
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NEW PREPARATION FOR EDUCATORS OF HISPANIC HEARING IMPAIRED CHILDREN--  
LATINO IN-SERVICE TRAINING AND ORIENTATION PROJECTS (LISTO) (NEW YORK)

The objective of this inservice project is to train educational staff and social service personnel to improve their services to Hispanic hearing impaired children and their families in the areas of bilingual/bicultural education and home/school relationships. In addition to working with the State Education Departments of Connecticut, Rhode Island, and New York, the project has made collaborative training/activity arrangements with the Rhode Island School for the Deaf and the Bank Street College of Education in New York. The geographic area served by this project is the entire northeastern region of the United States.

LISTO presently accommodates 24 trainees. An approach to the collection of trainee- and child-change data is currently being developed.

The instructional staff consists of eight people, six of whom are bilingual. The project maintains that *"the organization of training precludes the division of staff into bilingual instruction and non-bilingual instruction."*

At present, the project is engaged in intensive dissemination activities with the schools or systems involved in the project. A presentation about project operation was made at the National Association for Bilingual Education (NABE) Conference, April 16-24, 1980, in Anaheim, California.

For further information contact:

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Evaluation Division  
Lexington School for the Deaf  
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OUTCOMES-BASED DOCTORAL AND BILINGUAL/SPANISH MASTER'S DEGREE PROGRAMS IN  
THERAPEUTIC RECREATION- (NEW YORK)

This project has both preservice and inservice components. There are four graduate students in the master's degree preservice program who are training as therapeutic recreation specialists for institutions and community-based programs. The project serves all types of disabled persons at all age levels as well as bilingual/Spanish-speaking parents of disabled children. The inservice component of the project is being developed and is expected to support 50 to 75 trainees the first year. Arrangements are being made to accommodate participants in the second and third years of funding. The geographic location most directly served by the project is New York State with an emphasis on the New York City metropolitan area.

The training curriculum is outcomes-based. The program evaluation process applies some aspects of the Discrepancy Evaluation Model and provides for process, product, and context evaluation. Techniques for gathering assessment data range from highly structured questionnaires and rating scales to relatively unstructured interviews and conferences.

For further information contact:

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SEMNAF  
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New York University  
26 Washington Place, Room 70  
New York, NY 10003  
(212) 598-3941/2044

PROGRAM ASSISTANCE GRANT: GRADUATE PROGRAM IN BILINGUAL SPECIAL EDUCATION  
(NEW YORK)

The project objective is to increase the number of qualified bilingual/bicultural special education teachers, bilingual diagnosticians, bilingual resource room specialists, and bilingual/early childhood special educators in New York City. This training offers its participants the opportunity to earn a master's degree in Science with a specialization in bilingual special education (Hispanic focus).

Five bilingual and approximately 15 non-bilingual staff provide instruction and on-site supervision to 28 trainees on various issues relevant to the full spectrum of the bilingual/bicultural handicapped. Collaborative arrangements with a broad cross-section of specialists and clients in public and private institutions contribute to project effectiveness.

Trainee and child-change data are gathered through a variety of sources: graduate assessment of special education programs, evaluation of on-the-job graduate performance, assessment of student competencies, and student inventories. Long-term effects of the project may be determined by longitudinal case studies which focus on graduates' professional contributions and employer ratings of job performance. Information dissemination activities include the preparation of exhibits, discussions, workshops, videotapes, publishable research, and a resource center.

For further information contact:

Dr. Carmen D. Ortiz  
Graduate Programs  
Bilingual Education Program  
Bank Street College of Education  
610 W. 112th Street  
New York, NY 10025  
(212) 663-7200, Ext. 391

TRAINING OF PARENTS PROJECT (PUERTO RICO)

This project provides information retrieval and dissemination services to the parents of handicapped children. It directly serves all of Puerto Rico. At present, there are three bilingual individuals involved in service delivery. Project staff document trainee-change data by recording telephone inquiries and feedback from local education agencies.

For further information contact:

Ms. Carmen Selles  
Puerto Rican Association of Parents  
of Handicapped Children  
Box 21301  
Rio Piedras, PR 00928  
(809) 765-345

### BILINGUAL PROGRAM IN COMMUNICATION PATHOLOGY (TEXAS)

This project offers a master's degree in Communication Pathology through the Department of Speech Communication at Texas Christian University. This project also has an inservice student recruitment component. Training emphasis is on the communicatively impaired in bilingual (primarily Hispanic) populations.

Trainees are primarily selected from the state of Texas; however, enrollment is open to any student in the United States, trusts, or territories who is proficient in a language other than English. Presently eight master's degree candidates are enrolled in the project. An assessment of participant performance and project effectiveness is addressed by a "project specific" Discrepancy Evaluation Model.

The instructional staff consists of one bilingual and five monolingual (English-speaking) individuals. Collaborative arrangements include: (1) field-based clinical placements for students in the Fort Worth Independent School District, Tarrant County, Texas, Easter Seal Society, Harris Hospital, and the Child Study Center; (2) reciprocal guest lectures by project staff and faculty at Texas Woman's University (Denton, Texas), Southern Methodist University (Dallas, Texas), and Texas Wesleyan College (Forth Worth, Texas); and (3) the provision of clinical services to communicatively handicapped in those community agencies that cannot provide these services in Spanish, including small surrounding public school districts, the Forth Worth Head Start Program, private schools, church groups, and community groups.

Students specializing in bilingual communication pathology receive training in (1) the understanding of communication processes and communication disabilities in bilingual groups and (2) the development of clinical techniques for the identification, assessment, and management of communication disorders of bilingual populations. Dissemination activities include newspaper publications, newsletters, radio and television coverage, conferences, meetings, and project announcement brochures.

For further information contact:

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Miller Speech and Hearing Clinic  
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THE TRAINING OF BLACK AND HISPANIC SPEECH/LANGUAGE PATHOLOGISTS  
(WASHINGTON, D.C.)

The purpose of this preservice training project is to prepare Black and Hispanic speech and language pathologists to provide effective services to communicatively handicapped minority children and youth within the Washington metropolitan area. Upon completion of the program, nine trainees will earn a master's degree in Speech/Language Pathology.

The instructional staff consists of three bilingual and seven monolingual university faculty. Currently, project staff are researching and developing curriculum materials and techniques to collect both trainee- and child-change data.

For further information contact:

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